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ABSTRACT

This book examines the impact of English in countries in which it is taken for granted--Australia, Britain, Canada, New Zealand, and the United States. It explores how the impact of English affects the development of national language policies, the maintenance of minority languages, the ability to provide services in other languages, the efforts to promote first language and bilingual education programs, and the opportunities for adult and child second language literacy training. Language and language-in-education policies are examined and the extent to which English language dominance influences some policies and preludes others is discussed. The book also explores the professional viability of a statement on national language policies that could be adopted by the International Teachers of English to Speakers of Other Languages organization as a statement of principles. The book is divided into three parts: "The Dominance of English and National Language Policies: An Overview"; "Language and Language-In-Education Policies in English Dominant Nations"; and "Teaching Within Language and Language-In-Education Policies." Extensive references are found at the conclusion of each chapter. (Author/KFT)

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